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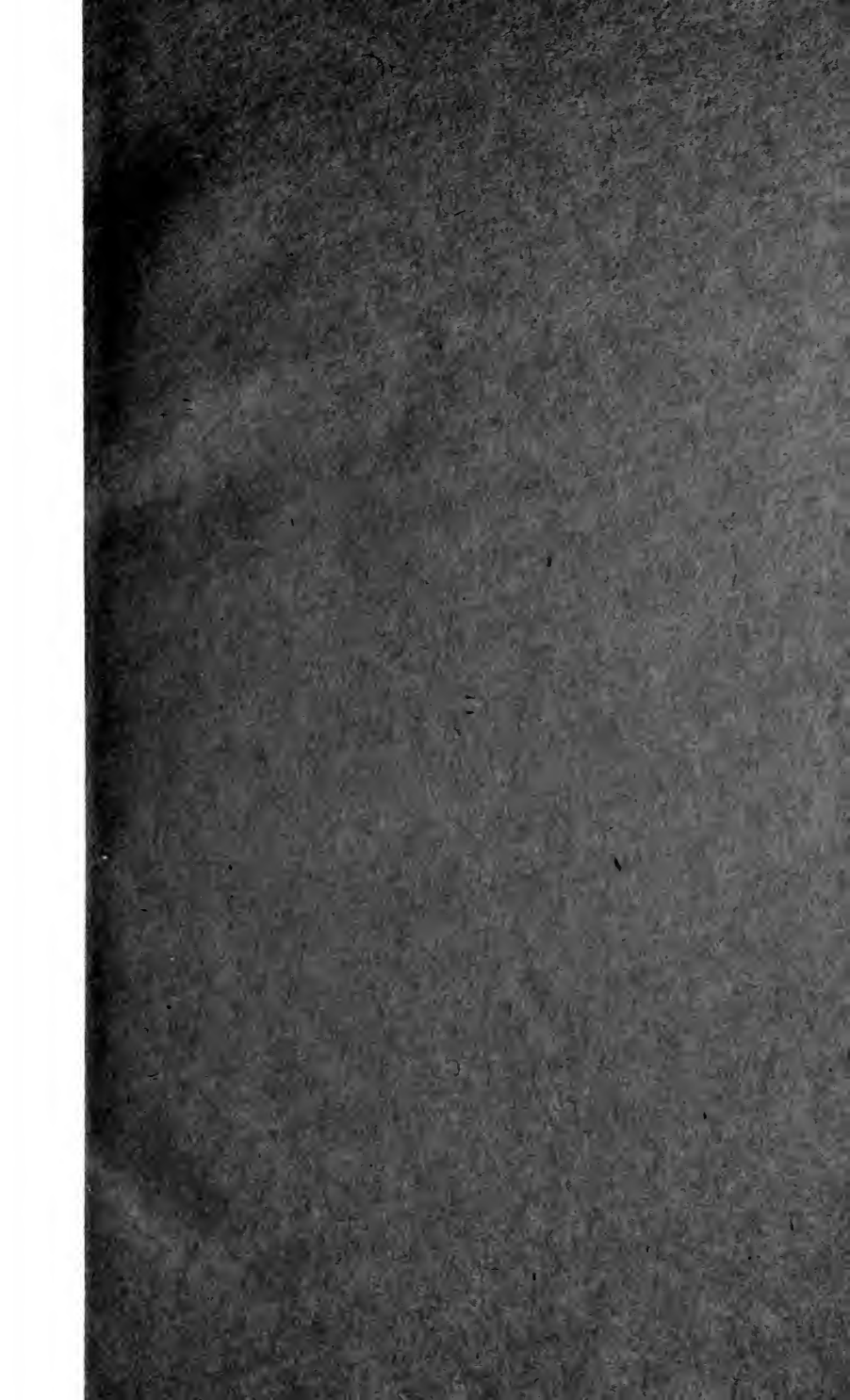
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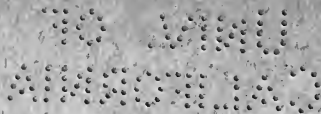
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CALIFORNIA

Esperanto  
as an International  
Auxiliary Language





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# POINTS TO NOTE

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IN

*The League of Nations' Report on*

**"Esperanto as an International Auxiliary Language."**

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1.—The Report was *unanimously adopted* by the Third Assembly of the League, 1922.

2.—In supporting it, LORD ROBERT CECIL said that he considered the Report a great success for ESPERANTO, and that he was in favour of ESPERANTO.

3.—ESPERANTO is the **most widely spoken** artificial language (page 11).

4.—ESPERANTO is a **living language** (page 11).

5.—ESPERANTO possesses a library of about **4,000 printed works**, translated and original (page 11).

6.—ESPERANTO is taught in **Primary and Secondary Schools** in about 320 towns in 17 different Countries, and in **Evening Classes** in about 1,200 towns scattered through 39 Countries of the five Continents (page 14).

7.—The Report by M. André Baudet to the **Paris Chamber of Commerce** (page 35) is a most convincing presentation by an independent expert of the case for Esperanto as a commercial language.

8.—The Memorandum by the **British Board of Education** states some notable results from the teaching of Esperanto in English Schools.

(a) The teachers say that the children speak better, write better composition, and are better able to follow the intricacies of English grammar (page 52).

- (b) **ESPERANTO** is **grammar incarnate** (page 52).
- (c) **ESPERANTO** has proved helpful in **acquiring foreign languages** (page 54).
- (d) There appears to be ample justification for allowing the experiments to go on, and for encouraging other experiments in the large towns, and especially in the large seaport towns (page 53).

9. The Memorial by the **International Conference of Teachers** held in Geneva in April, 1922, states (page 56) :

“With two lessons per week of one hour each the pupils should be able to obtain a sufficient mastery of **ESPERANTO** in one year, such as is not possible in any other language under similar circumstances under three years.”

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Here is the case for **ESPERANTO** as presented to the highest International Tribunal in the world. By the publication of this Report the League of Nations has placed **ESPERANTO** in a commanding position as the International Auxiliary Language, and it is only a question of time before it is taught in all the Schools of the world.

Educationists now have **ESPERANTO** before them as a fact to be reckoned with. British teachers should not be slow to acquaint their pupils with it, and to introduce it into their Schools.

**The British Esperanto Association** (Incorp.), 17, **HART STREET, LONDON, W.C.1**, will be glad to furnish information, and to supply Text-books, Dictionaries and Literature to those interested.

UNIVERSITY OF  
CALIFORNIA

Esperanto  
as an International  
Auxiliary Language



*Report of the General Secretariat  
of the League of Nations  
adopted by the Third Assembly, 1922.*



# Esperanto as an International Auxiliary Language

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REPORT OF THE GENERAL SECRETARIAT TO THE  
THIRD ASSEMBLY, AS AMENDED AND ADOPTED  
BY THE FIFTH COMMITTEE OF THE ASSEMBLY  
ON SEPTEMBER 14th, AND BY THE ASSEMBLY ON  
SEPTEMBER 21st, 1922.

## I

Since its foundation, the League of Nations has constantly received petitions in favour of the adoption of an auxiliary international language, and more particularly of Esperanto, which has spread to many countries and which is taught in some of the State schools in several countries. The Secretariat has examined these proposals with great interest; they show that in scientific, commercial, philanthropic, tourist and, even more, in working-class circles, there is a feeling that it is urgently necessary to escape from the linguistic complications which impede international relations and particularly direct relations between peoples.

During the first two Assemblies, delegates from Brazil, Belgium, Chile, China, Colombia, Czechoslovakia, Haiti, Italy,

Japan, India, Persia, Poland, Roumania and South Africa brought forward resolutions suggesting that the League of Nations should recommend the universal teaching of Esperanto in schools as an auxiliary international language.

The Second Committee of the First Assembly adopted the following conclusions :

“The Committee agreed with the signatories in recognising the serious linguistic difficulties which impede direct relations between the peoples, and in desiring that an international language should be taught in all the schools—a simple and easy language which the children would learn side by side with their mother-tongue, and which would serve the future generations as a practical means of international communication. The Committee considered, however, that it would be desirable to begin by undertaking an enquiry on the basis of existing facts. The Committee was interested to learn that the World Congress of International Associations which met at Brussels in September last had succeeded in securing the unanimity of the partisans of an international language for the teaching of Esperanto, and that it had recommended to all those interested in the matter to concentrate on Esperanto in order to hasten a practical solution of the question. It has also learned from the representatives of Persia and of China to the League of Nations that a widespread popular movement is beginning to take shape in Asia with the same object in view, while several other States Members of the League, such as Brazil and Czechoslovakia, have already introduced the teaching of Esperanto in the Government schools. The same applies to various municipalities in England and Italy.

“Finally, the Committee was informed that this auxiliary international language has been employed with success in several considerable universal congresses, where the speakers of all countries were able to understand each other easily, and where the debates were carried on throughout in one and the same language, all the speakers being placed on a footing of most complete equality.

“The Committee, however, thought that the Assembly should not undertake responsibilities beyond its competence, and that it would be necessary to suppress a paragraph in the proposal which had been submitted to it and to change it into a simple Recommendation, indicating to the Secretariat the desirability of proceeding to an enquiry in order that the next Assembly might be informed as to the results obtained in this respect.

"The following is the text of the Recommendation which the Committee proposes to submit to a majority vote :

"The League of Nations, well aware of the language difficulties that prevent a direct intercourse between the peoples and of the urgent need of finding some practical means to remove this obstacle and help the good understanding of nations,

"Follows with interest the experiments of official teaching of the international language Esperanto in the public schools of some Members of the League, and

"Recommends to the Secretary-General to prepare for the next Assembly, a report on the results reached in this respect."

The First Assembly considered that it was premature to open a discussion on this subject, and it was the Second Assembly which took up these conclusions, instructed the Secretariat to undertake the suggested enquiry, and decided to put the question of the teaching of Esperanto in schools on the agenda of the Third Assembly.

The conclusions of the Second Assembly were as follows :

"The Committee is of opinion that this question, in which an ever-increasing number of States are interested, should be attentively studied before it can be dealt with by the Assembly. The question was referred to a Committee last year and a short report was submitted, recommending that the Secretariat of the League should investigate the experiments already made and ascertain the actual results attained.

"The Committee proposes that the question should be placed on the agenda of the next Assembly and that the Secretariat of the League should in the meantime prepare a complete report, accompanied by the necessary documentation, on the lines indicated in the draft resolution.

"In accordance with the wishes of the signatories, the report of the Second Committee dated December 17th, 1920, and the report of the Under Secretary-General upon his mission to the Congress at Prague, will be transmitted to the Members of the League in due course."

*(Resolution adopted on September 15th, 1921.)*

To carry out the work entrusted to it, the Secretariat sent questionnaires to all the States Members of the League of Nations and to the competent organisations, and also offered the use of its offices at Geneva for an International Conference on the Teaching of Esperanto in Schools, at which the Governments of sixteen States were officially represented as well as municipal and school authorities and educational associations of 28 countries. This technical Conference, which was convened in a scientific and impartial spirit by the School of Educational Science (Institut J. J. Rousseau at Geneva), has furnished the Secretariat with a great part of the information on teaching which has been collected.

In addition to the replies to the questionnaires as to experiments that have been made and results obtained by teaching Esperanto in schools, the Secretariat has received a further number of documents and proposals concerning the general problem of an international language. Influential Scandinavian associations have proposed that English should be adopted as the world-wide auxiliary language. In certain American circles a revival of Latin was suggested. We have also had schemes laid before us for new languages such as Occidental, Parlamento and Neo-Latina, and attempts to reform Esperanto, such as Ido and Esperantide. The Secretariat has sometimes been asked to set up a sort of linguistic tribunal to judge the respective merits of the languages proposed. These documents have been examined with the utmost care, and an endeavour has been made to collect information on all sides of the question.

The following remarks may be of some interest to the Assembly; it is obvious that the problem of an international language is both a practical and a linguistic one. It is not enough to decide on the best possible language (on the supposition that a universally accepted principle can be found). We must not only discover a language which is universally accepted as satisfying certain requirements; we must also see that it is adopted and taught. Experience, the prestige already acquired and the resources in books and teaching staff must be taken into account. The Governments cannot be asked to launch out on an entirely theoretical adventure.

From this point of view, it is evident that some of the languages proposed, such as English and Latin, have great advantages, but their drawbacks are obvious. French, which is an admirable literary language and which plays a leading part in diplomatic relations in Europe, has also claims to universality. These two diplomatic languages French and English will certainly continue to play an important part in the intercourse between intellectual circles. Spanish, again, which is the official language of 22 States in Europe and America, is daily



increasing in prestige. It would touch on too delicate a question to attempt to establish the supremacy of one national tongue over all others.

Latin has at least the advantage of being a neutral language from a political if not from a religious point of view, but it is difficult to learn, and is therefore not very accessible to the masses; its vocabulary, too, has long ceased to meet the needs of modern life. To restore its practical rôle as an international language, in which it was formerly so useful, it would be necessary arbitrarily to revise its vocabulary and to simplify its grammar<sup>1</sup>. Many admirers of the language of Cicero would prefer in that case that an artificial language should be chosen and classical Latin be left untouched.

An artificial language lacks the prestige conferred by centuries of long historical and literary tradition, but at the same time the whole of its vocabulary can be borrowed from existing languages and can benefit from that tradition. On the other hand, it may be infinitely easier to learn than a national language whose grammar is full of irregularities. In course of time it may become flexible and gradually acquire new words and phrases, particularly if talented writers and orators use it, but it can never be more than a secondary language, limited to exceptional relations between persons of different nations; it will therefore be of a practical and conventional nature and could not compete with languages which have an historical tradition<sup>2</sup>.

The progress of linguistic science has brought about a more or less uniform conception of what is required in an international language. All the later systems devised since and including Esperanto are very much alike and are based on the same principles: a vocabulary drawn from the elements common to the modern languages of Europe and America, a grammar reduced to a minimum, the Latin alphabet and simplified spelling. The differences between the later systems are so small that many, like Ido and Esperantide, are really only modifications of Esperanto<sup>3</sup>.

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<sup>1</sup> Professor Peano has published a remarkable study of *Latino sine flexione*.

<sup>2</sup> Hindustani plays such a part as a practical auxiliary language in India.

<sup>3</sup> Here, for instance, is one sentence rendered in these different forms:

*Occidental.*

« Por un hom vermen civilisat, un filosof, o un jurist, li conossentie del latin es desirabil, ma un lingue internaciona es util por li moderna communication de un land al altri. »

It would be rash to deliver a judgment as to the actual importance of these differences, which are relatively slight. They are explained by a simple difference in the point of view; in some systems, like Occidental or Ido, great importance is attached to the effect produced by written texts on an inexperienced Western reader; in others, like Esperanto, the aim is to attain the maximum of simplicity for all peoples, taking also into account the difficulties of Orientals. Esperantide and Occidental are more recent than Ido, which their authors criticised "for being a backward step rather than a progress upon Esperanto, the grammar of which it made more complicated".

The difficulty is that, although linguists agree upon the main principles, they disagree — sometimes vehemently — upon details of application which appear to them perhaps more important in theory than they are in practice<sup>1</sup>.

A study of the history of the proposed reforms such as Ido and Esperantide, which are in many points contradictory, leads to a fear that if a new committee of theorists met to-day, such as the committee which proposed Ido in 1907, it would propose further modifications which in their turn would be criticised at the end of a few years and so on indefinitely. It is to the interest of the world to have *one* auxiliary language, not two or three, and, from a practical point of view, there is less risk in taking one of which some experience has been gained and which has already attained some tradition and a guarantee of lasting unity.

An eminent body like the British Association of Sciences, after having examined different proposals and rejected Latin, came to the conclusion that Esperanto and Ido were both suitable (from a linguistic point of view) and that they were

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*Esperantide.*

« Por homo vere civilizita, filozofa or juristo, la kono de la latina lingvo estas dezirebla, sed internacia lingvo estas utila por moderna interkomunikado dey una lando al alia. »

*Ido.*

« Por homo vere civilizita, filozofa od juristo, la konoco dil Latina esas dezirinda, ma linguo internaciona esas utila por la komunikado moderna de un lando al altra. »

*Esperanto.*

« Por homo vere civilizita, filozofa au juristo, la kono de la latina lingvo estas dezirebla, sed internacia lingvo estas utila por moderna interkomunikado de lando al alia. »

<sup>1</sup> For example, it is not a vital matter to the world whether nouns form their plural in *es*, in *on*, in *oy* or in *i* as long as the common international vocabulary (mostly Anglo-Latin) is practically the same.

not prepared to choose between the two. Other organisations, such as the Paris Chamber of Commerce and the Finnish Parliament, found that Ido was an unnecessary complication and pronounced definitely for Esperanto. The World Congress of International Associations, which met at Brussels in 1920, recommended all those who advocated an international language to concentrate on Esperanto<sup>1</sup>.

It seems certain that there may be more than one suitable form of language and that it would be rash to claim that any individual one is incontestably superior to all the others on all points. This is often a question of the social or geographical point of view rather than of scientific judgment, and what seems a defect in the eyes of one is often an advantage in the eyes of another.

The Secretariat has been instructed to study the question specially from a practical point of view, basing its enquiries on facts and more particularly on the teaching of Esperanto in schools. Esperanto is certainly the most widely spoken artificial language in universal congresses and in gatherings of all kinds, in travelling, in international offices, and even in the theatre. This makes it a living language — a characteristic not possessed by any of the systems which are only written and not spoken. It has become possible to express feelings in it. After 35 years, the language has begun to attain a style. There are some writers and speakers who really use it with force and elegance. Its sonorous qualities remind one of the Romance languages of the South, due to the fact that the accent rests on the penultimate syllable and that the endings are vowels.

From the point of view of material, Esperanto possesses a library of about 4,000 printed works, both translated and original. There are reviews and publications of all kinds, textbooks and dictionaries in almost all languages, and a staff of teachers in quite a large number of countries. What it still lacks is technical vocabularies for several important sciences. There already exist Esperanto vocabularies for chemistry, pharmaceuticals, mechanics, navigation and botany, but there are not any for electricity, physics and geology. The Esperanto Academy should have these vocabularies prepared at once. The lack of financial resources seems to have been the chief cause of this delay.

In the spoken language, Esperanto has hitherto been very chary of creating new words because it was feared that it might become complicated, but the authors are gradually adding to

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<sup>1</sup> The French and Italian Associations of Sciences pronounced for Esperanto.

the vocabulary, and the Academy is registering roots which come into general use. All the work undertaken, even outside Esperanto and even by its critics, could perhaps be used for the further development of the language. Work like that of Peano (international vocabulary), de Saussure (Esperantide) and L. de Beaufront (Ido) can render great assistance to the Esperanto Academy from the point of view of its future dictionary.

## ESPERANTO IN PUBLIC EDUCATION

Dr. Zamenhof (whose pseudonym was Dr. Esperanto), published his first text-books in Warsaw in 1887. He was born in 1859 and died in 1917. He strove throughout his life to accomplish a dream of his childhood : to reconcile the nations by enabling them to understand one another. Language for him was not an end in itself but an instrument of human concord.

When taking part in the Thirteenth Universal Esperanto Congress at Prague, where 2,500 representatives from all countries in the world were gathered together, the Under-Secretary-General of the League of Nations was struck by the high aims and the spirit of enthusiasm for international co-operation which animated the assembly. He pointed out in his report that the development of the language and its vitality owe much to the powerful spiritual impetus given to the movement and to Esperanto literature by Dr. Zamenhof. It is in the countries of Eastern and Northern Europe that the language found its first thousands of students, who banded themselves together under the ægis of the Review "Lingvo Internacia" founded at Upsala in Sweden.

Since the universal exhibition in Paris in 1900, the movement made rapid progress in France, where it received a warm welcome in the university world. From that time onwards, it was France who worked to make Esperanto known abroad and who aroused the interest of foreign official institutions.

The principal leaders of the Esperanto movement before the war were almost all French university men. The rector of a French university was President of the Esperanto Academy, and a member of the Institut de France was at the head of the Congress Committee.

In 1905, the Government of the French Republic awarded the

Légion of Honour to Dr. Zamenhof, and the first Universal Esperanto Congress was held in France. The Tenth Congress was to take place at Paris on August 1st, 1914, and 4,000 representatives were to take part in it. The war put a stop to this development.

The world disaster, however, which brought whole nations face to face, made more tragically evident the need for an international language in the work of the Red Cross, relief work among the wounded, the prison camps and the intercourse between allied armies. The French Under-Secretary of State for the Army Medical Service made arrangements, in an official circular dated May 20th, 1916, for the distribution of Esperanto Red Cross manuals to the staff of the Army Medical Corps. In the great internment camps in Siberia, thousands of men of all nationalities learned Esperanto in order to get acquainted with each other and with their Japanese guards. Facts such as these induced the Tenth International Red Cross Conference, which was convened after the war, to recommend the general study of Esperanto "as one of the most powerful means of obtaining international understanding and co-operation in the realisation of the humane ideal of the Red Cross".

Before the war, Esperanto was chiefly taught to adults by private associations or in evening courses. 1,574 associations were registered in 24 countries. At the same time, optional instruction in the international language had been inaugurated in the primary schools of Lille and at the Lycée de St.-Omer, in France. In 1916, the educational authorities of Eccles, near Manchester, in England, with the consent of the Ministry of Education, organised in one of their schools the first experiment in the compulsory teaching of Esperanto.

It was seen that the maximum utility hoped for would only be realised when the international language was taught as a second language to all school-children throughout the world. The example given was soon followed by other municipalities in England and by the Ministries of other States.

To-day, Esperanto is taught in certain of the primary or secondary schools of about 320 towns in 17 different countries, and in evening classes in about 1,200 towns scattered throughout 39 countries of the five continents. The following are the countries in which an official decision has been taken by the State or by important local authorities.

*In Albania*, the Cabinet has just decided to make Esperanto a compulsory subject in secondary and higher education (Decree N° 475, June 3rd, 1922).

*In Bulgaria*, Parliament has placed it on the curriculum by

legal enactment (Article 143 of the Education Act passed in 1921). The teaching of it as an optional subject began in 1921-1922; in 25 secondary State schools. The official reports mention 30 classes, 25 teachers, and 784 pupils of both sexes. Esperanto is taught in training courses for secondary school teachers. in the Sofia Military School, in the Home for the Blind of Sofia and in public evening classes in 19 towns. The Bulgarian Esperanto Association has branches in 25 towns and the League of Youth in six districts. The movement is under the patronage of the Chamber of Commerce and Industry, the Red Cross, the Society of Literary Men, the Associations of Tourists, the Teachers Society and a certain number of the Professors of Sofia University. Thirteen Esperanto text-books and four dictionaries have been published in Bulgarian, and 45,000 copies of these books have been sold.

The Government subsidised the Fourth National Esperanto Congress, which was held under the patronage of the Ministry of Education. Esperanto has been used in the organisation of numerous gatherings and meetings between Bulgarian, Serbian and Roumanian Associations. It was in Esperanto that a representative of the Chamber of Commerce of Los Angeles, M. Parish, lectured in Bulgarian towns on California.

*In Brazil*, where several ministries have encouraged the spread of Esperanto, that language has been taught since 1910 as an optional subject in primary and secondary schools of Rio de Janeiro. The Act of October 31st, 1918, introduced it into the training college and into the secondary schools of the State of Sergipe, and the Decree of January 11th, 1919, introduced it into the primary and technical schools and training colleges within the Federal District.

In October 1921, the Esperanto League of Brazil was recognised as being of public utility by the two Houses of the Federal Parliament. A Ministerial Decree of March 10th, 1915, recognises Esperanto in the telegraphic service, and a ministerial circular of February 4th, 1922, orders all the post-office directors to send in the names of officials knowing Esperanto. We have received at the Secretariat of the League of Nations a petition in support of Esperanto signed by 225 eminent representatives of Brazil — a former President of the Republic, Ministers, Senators. Members of the Federal Parliament, members of literary, scientific and medical academies, heads of faculties, university professors, the Director of the Polytechnic School, the Presidents of the Geographical and Medical Societies and of the Federation of Chambers of Commerce, well-known authors and literary men.

*In Belgium*, where the King was the patron of the Tenth



Universal Esperanto Congress in 1911 and where the heir to the throne is the Patron of the Esperanto League, that language has been introduced into the fourth division of the primary schools of Verviers by decision of the Municipal Council. The Municipality of St.-Gilles, Brussels, has taught it officially since 1911 by means of an annual course open to pupils over 16 years of age. The municipality of Antwerp teaches it in its continuation classes since 1921.

*In China*, a Ministerial Decree dated 1911 introduced Esperanto into the curriculum of the training colleges. The national Educational Conference in 1921 recommended a wider application of the decree and the introduction of Esperanto in all secondary schools. Esperanto is also taught at Peking University and in the technical schools of Hankow, Canton, Peking, Shanghai, Hangchow. The Ministry of Education sent an official delegate to the International Conference at Geneva on Esperanto in Schools.

*In Spain*, the sovereign, H. M. King Alfonso, takes a personal interest in the development of Esperanto. In 1909, the Spanish Government sent an invitation through diplomatic channels to all European States to send official representatives to the Sixth Universal Conference at Barcelona, and the King conferred upon Dr. Zamenhof the honour of Commander of the Order of Isabella. A Ministerial Decree of July 27th, 1911, recognised Esperanto as an optional subject in higher and secondary instruction and the knowledge of Esperanto as a special merit for candidates to official posts. It has been taught in the training colleges at Madrid, Zaragossa, and Huesca since 1919.

In Madrid, the Police Authorities have Esperanto taught in the Police School, as is done in Brunswick, Dresden, Edinburgh and Lisbon, where the police sergeants are trained to help foreigners in the streets. Courses are given by associations and popular universities in 31 towns, and the language is taught as an optional subject in Valencia at the School of Music, the Arts and Crafts School and the University (Instituto de Idiomas), in Barcelona at the University, in two secondary schools and in religious schools.

Several reviews are published in Esperanto in Spain, and the King gave his patronage to the Second Iberian Esperanto Congress, held at Zaragossa in 1921. In the same year the Spanish Esperantists entertained in several towns parties of starving Austrian children who had learned Esperanto for the journey and who were distributed among different families. Thirty-six Esperanto text-books and nine dictionaries have been published in Spanish and five textbooks and two dictionaries in Catalan.



*In Finland*, two long debates were held in Parliament on the question of an international language. Credits have twice been voted for promoting the public teaching of Esperanto in Finland. A proposal also to subsidise Ido was rejected on the ground that unity and not divergence was to be encouraged in this matter.

The Ministerial Decree of 1919 authorises the optional teaching of Esperanto in schools where the authorities may desire it. Instruction in Esperanto has been introduced into four primary schools, nine secondary schools and two commercial schools at Helsingfors, Tampere, Rauma, Mikkeli, Turku, etc. A course is given at Helsingfors University for the training of teachers. Esperanto is also taught at the Home for the Blind, in several Evangelical schools, in the continuation classes of six towns and in the workers' university in 15 districts. There are 36 local societies for the study of Esperanto, ten of which are subsidised by the Government. Ten text-books and four dictionaries have been published in Finnish (107,000 copies).

The Finnish Ministry of Education was represented at the Geneva Conference.

*In France*, according to a circular dated June 3rd, 1922, the teaching of Esperanto is not allowed in schools under the Ministry of Education. A bill was laid before the Chamber in 1907 by 66 deputies, but it has not yet been discussed. A petition was presented in 1921 by 25 members of the French Academy of Science asking that Esperanto should be taught in technical schools. The Paris Chamber of Commerce appointed a Committee in 1920 to examine the problem and unanimously adopted its conclusions on February 9th, 1921 (See Annex 2).

As a result, Esperanto has been taught since 1921-22 at the High School of Practical Commerce and Industry and in the commercial schools at Paris, and will be taught from 1922-23 onwards at the "Ecole des Hautes études commerciales". Association courses are held in 55 towns, and eight Esperanto dictionaries and 38 text-books have been published in French, of which the four most widely known have been printed to the extent of 450,000, 89,000, 40,000 and 25,000 copies respectively.

The Esperanto movement has received encouragement from the French Touring Club, the French Society for the Advancement of Science, the French Maritime League and numerous Chambers of Commerce; it has been supported by writers such as Tristan Bernard, François Coppée, Léon Frapié, Victor Margueritte, Georges Ohnet; by statesmen such as Chaumet, Deschamps, Justin Godard, Sembat, Steeg (former Ministers); Herriot, Mayor of Lyons, Painlevé (former Prime Minister); by 25 Members of the Academy of Science, such as Professor

d'Arsonval, Prince Roland Bonaparte, General Bourgeois, the Prince of Monaco, Professor Charles Richet, Dr. Roux, General Sebert and by well-known aviators and business men such as Farman, Quinton, Archdeacon, Michelin, etc. The important part played by France in the progress of Esperanto and two instances of official support in 1905 and 1916 have already been mentioned on page 5.

*In Great Britain*, where the Thirteenth National Esperanto Congress was held under the patronage of the Duke of Connaught and the Lord Mayor of London, Esperanto is taught as a compulsory subject in 13 primary schools at Barry, Bedworth, Coatbridge, Eccles, Huddersfield, Keighley, Leeds, Leigh, Liverpool, Rosyth, Stroud, Tottenham and Worcester and in four secondary schools of Bishop Auckland, Bournemouth, Burntisland and Kilsyth, and as an optional subject in the continuation courses in 20 towns. There are unofficial evening classes in schools in 100 towns. Esperanto is also taught in the labour colleges in Manchester, Edinburgh and Glasgow and in the Home for the Blind in Birmingham and Edinburgh.

The London Chamber of Commerce holds examinations and grants diplomas in Esperanto.

According to the very full report which the British Minister of Education has furnished to the Secretariat of the League of Nations, authority to introduce Esperanto into the curriculum as an experiment was asked for by a few municipal education authorities, and this was granted.

The Commission on Modern Languages appointed by the Prime Minister in 1918 emphasised the advantages of an artificial international language, the stability of which might be secured by an international agreement. The teaching of Esperanto in the secondary school at Bishop Auckland, which is a school subsidised by the Ministry of Education, was authorized by the Ministry as an experiment in training for the study of foreign languages.

Twenty-seven Esperanto text-books and eight dictionaries have been published in English, and 661,000 copies have been sold. There have appeared in Great Britain 124 works in Esperanto, including six original novels, the New Testament, the Bible, a Psalter, and 40 translations of English works. The number of adults who have learned Esperanto is estimated at 50,000.

A petition to the League of Nations was signed by 1,250 persons of eminence, members of both Houses of Parliament, lords and ladies, judges, lord mayors, lord provosts, mayors, university professors, etc. Esperanto has received public

encouragement in England from such men as Lord Bryce, Sir William Ramsay, Lord Robert Cecil, Sir Robert Baden-Powell, Sir William Maxwell, Lord Shaw of Dunfermline, Arthur Henderson, H. G. Wells, Israel Zangwill, etc.

*In Italy*, Esperanto is taught optionally in six naval colleges as the result of a circular from the Naval Ministry dated November 21st, 1921.

The Municipalities of Milan, Bologna, and Cremona have introduced it as an optional subject in their primary schools and the Municipality of Cologna-Veneta in its technical school.

At Milan, the teaching of Esperanto began in 1920, and the Municipal Council has definitely decided to maintain it, since two-thirds of the parents desire to have their children taught that language. There were in 1921-1922, 54 classes with 2,000 pupils in the fifth and sixth divisions (10 to 12 years of age)

At Bologna, in 1921-1922, teaching began in four classes with 200 pupils, and at Cremona in the same year in 10 classes with 225 pupils of the same age as at Milan.

In evening classes and popular universities in Italy there have been 350 courses of Esperanto during the winter 1921-1922. Eighteen Esperanto text-books and five dictionaries have been published in Italian, and 13,697 persons have learned Esperanto in public classes. It is estimated that there are only 300 qualified professors and teachers, whereas at least 1,000 would be required to meet present needs. The Ministries of the Navy and of Education were represented at the Geneva Conference. The question was raised in Parliament on June 3rd, and On. de Giovani asked the Government to promote an international conference or agreement to introduce Esperanto as a compulsory subject in schools everywhere.

*In Japan*, two petitions signed by eminent university professors and diplomatists recommending the introduction of Esperanto in the educational curriculum have been considered by Parliament, which granted the second petition and recommended the Ministry of Public Instruction to take the necessary measures to that effect.

Up to now, Esperanto has been taught in the college of Seikei near Tokyo, at the high school for teachers at Hiroshima, at the High School of Yokosuka; and in association courses in about forty towns. There are groups of Esperanto students in six national colleges, two public middle-schools, two higher commercial schools, one elementary commercial school, two technical schools, four government universities, eleven private universities and three private middle-schools.

Among well-known Esperantists may be mentioned Mr. Kroita, Professor of Literature at the Imperial University in Tokyo, and Mr. Nakamura, Director of the Central Meteorological Observatory. Baron Goto, Mayor of Tokyo and former Minister for Foreign Affairs, is a patron of the movement.

The Finnish Minister in Japan, M. Ramstedt, uses Esperanto to lecture on his country in the principal towns of the Empire. Several reviews are published in Esperanto in Japan, and five Esperanto text-books and two dictionaries have appeared in Japanese.

*In the Netherlands*, the new Education Act authorises the optional teaching of supplementary subjects. By virtue of this enactment, Esperanto is taught in a seventh class of the primary schools at Haarlem, in a sixth at De Ryp and in a seventh at Ootmarsum. It is also taught at the Home for the Blind at Grave, and in 32 private schools in the southern provinces, sometimes as a compulsory subject. The majority of these schools are Catholic boarding schools.

The Municipality of The Hague provides for instruction in Esperanto in its evening classes, as also the Popular Universities at Amsterdam and Rotterdam. Courses are held at commercial associations or institutes in ninety-five towns, and the Dutch Esperanto Association has awarded diplomas to 118 teachers. The representative of the Netherlands Ministry of Education at the Conference on Esperanto in Schools stated that the number of qualified teachers was 250.

The Postal and Telegraph Department allows a notice to be placed on the counters, at which there is a clerk who can speak Esperanto, and the Tramway Company at The Hague grants a bonus to those of its employees who learn that language. Twenty-nine Esperanto text-books and five dictionaries have been issued in Dutch by different publishers.

*In Portugal*, the very interesting report forwarded to us by the Government of that Republic shows that the Ministry of Education, on the recommendation of the Director-General of Higher Education, has established an official Esperanto examination committee. Since 1917, the Ministries of War and Navy authorise candidates who have obtained the Esperanto diploma to wear a special badge on their uniform. A ministerial decree has introduced the teaching of Esperanto in the Ferreira-Borges School and in the Police School at Lisbon.

Esperanto was recognised as the official language at the Lisbon Exhibition side by side with the national language, and it is taught at the Commercial Athenæum, at the Free

University, at the Association of Primary School Teachers, at the Geographical Society and in almost all workers' clubs in Lisbon.

The Government report states that pupils learn the language very quickly, and are generally able to read, write and speak it sufficiently well to make themselves understood after twenty-four lessons.

Eleven Esperanto text-books and four dictionaries have been published in Portuguese.

*In Switzerland*, no central educational authority exists; every Canton is autonomous in this respect. In 1921-1922, the Board of Education in the Republic and Canton of Geneva introduced compulsory instruction in Esperanto as an experiment in the final-year of the primary schools. There are thirteen classes with four hundred pupils of both sexes (from thirteen to fourteen years of age).

Esperanto is taught in a social school for women at Geneva, in a seminary at Zug, in a private school at Zurich, in a college at Schwytz, and in evening classes held by commercial and other associations in nineteen towns.

*In Czechoslovakia*, a Ministerial Decree of March 29th, 1921, authorises the optional teaching of Esperanto in the schools where qualified teachers exist. The local educational authorities have received orders to make suggestions, submitting at the same time details of the proposed curriculum and of the qualifications of the teaching staff available. In 1919, 1920, and 1921, instruction in Esperanto had already been given in fifteen primary schools to 450 pupils, in three secondary schools to 325 pupils, and in a professional school to 40 pupils. The Ministry has approved two official text-books in Czech and in German, and it has appointed three examiners (two Czech-speaking and one German-speaking). Fifteen other Esperanto text-books and six dictionaries have been published in the Czech language. The curriculum of the commercial schools which appeared in the *Ministerial Bulletin* of May 15th, 1921, includes two hours of Esperanto a week. As an experiment, the Ministry also authorised on September 15th, 1921, the optional teaching of Ido in the commercial schools "if a qualified teacher was available and if the pupils preferred to learn that language", but no names were entered and consequently no course was held except at Horice in one school. Esperanto is now taught officially in the commercial schools of Brunn, Beroun, Horice, Liberec, Pilsen and Zatec, the number of students in each class varying from 21 to 54.

In Czechoslovakia, Esperanto is very widely used. There are Esperanto groups in all the towns and even in the villages. The Universal Congress at Prague was held under the patronage of the Government, and Dr. Benès declared, in an official message, that the Government regarded Esperanto as an important factor in civilisation and in the pacification of the world. The Ministry of Education was represented at the Geneva Conference. The Postmaster-General had a list drafted of all officials knowing Esperanto, and the Board of State Railways grants them advantages. Eight periodical gazettes are published in Esperanto in Czechoslovakia.

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Apart from the States Members of the League of Nations at the date of this report, there are other countries where Esperanto is officially taught.

*In Germany*, the Ministries of Education in the states of Brunswick, Hesse and Saxony have taken decisions in support of Esperanto. In 1920-1921, it was introduced by the municipal authorities as a compulsory subject in the primary schools of five towns, and as an optional subject in the primary schools of thirty-nine towns, in the secondary schools of nine towns, in the technical and commercial schools of thirteen towns, and in the continuation courses in forty-four towns. In 1922, it was introduced in the State schools of fifty-two new districts, *i.e.*, in 162 towns in all including Breslau, Chemnitz, Dresden, Leipzig, and Nuremberg. It is taught in the Homes for the Blind in three towns.

The German Ministry of the Interior has given official recognition to the National Esperanto Institute at Leipzig for training the teaching staff. State examiners have been appointed in eighteen towns, and the number of teachers of Esperanto in Germany is 630.

According to the official report forwarded to us by the representative of the Ministry of the Interior at the Geneva Conference, courses in Esperanto for adults are held in 211 towns, and there are 279 Esperanto groups, ninety of which are workers' groups.

During the winter 1921-1922, 1,592 courses were held in Germany, attended by 40,256 adults, of whom 20,456 were workers.

The number of persons who have learned the language up to 1922 is estimated at 120,000. Forty-nine Esperanto text-books

and eighteen dictionaries have been published in German. Rather more than 600,000 copies of the text-books have been sold.

*In Hungary*, a Ministerial Decree of October 13th, 1920, authorises the optional teaching of Esperanto in the secondary schools. Two courses for teachers have been held at Budapest University.

The Municipality of Budapest has authorised six public courses in the educational establishments of the capital. There are sixteen Esperanto groups in Budapest and its suburbs and twenty-five in the provinces. The number of persons who have learned the language is estimated at 50,000. Twenty-two Esperanto text-books and six dictionaries have appeared in Hungarian. Forty-three works have been published in Esperanto in Hungary, twenty-one of which were translations of the classics of Hungarian literature and an anthology of Croat writers. The poet Kalocsay has published original works in Esperanto. Esperanto is taught to police sergeants, postmen, and blind students of the Home for the Blind in Budapest. The State has printed Esperanto text-books for the blind in braille at its own cost. Since 1918, the Ministry for Foreign Affairs has published several booklets in Esperanto, including a work on the "Economic Unity of Hungary", in order to make the situation of the country known abroad. An appeal published in the foreign Esperantist press resulted in the receipt of 100,000 crowns for the starving children in Budapest.

In a discussion between the Hungarian and Czechoslovak Academies of Sciences, Esperanto was used as the language for official correspondence. The question of Esperanto in relation to educational reform was raised in Parliament by the Prelate Giesswein, leader of the Social Christian Party.

*In Russia*, the People's Commissariat for Education appointed a commission in January 1919 to examine the question of teaching an international language in the schools. The commission, after examining Esperanto and Ido, decided in favour of Esperanto and of its introduction in the educational curriculum. It would appear that political circumstances have since then delayed the putting into force of this decision. Some Esperanto courses have been held at Moscow, Petrograd, and several towns, but it is difficult to obtain exact information on this matter.

Before the war, the number of Esperantists in Russia was considerable. It was estimated at 80,000. At Saratow, the private library of an Esperantist containing four thousand volumes



has been nationalised ; three State officials are entrusted with its maintenance.

Thirty-two Esperanto text-books and ten dictionaries have appeared in Russian. Translations have been published in Esperanto of the chief works of Tchekow, Garschin, Gogol, Gorki, Krilow, Lermontov, Pushkin, Tolstoy, Turguenev, and original works of the poets Dewjatnin, George Dешkin and Romano Frenkell. In the Siberian Republic, at Tchita, an art review is published in Esperanto.

In Siberia, on the recommendation of twenty-eight members of Parliament, a member of the Government, several writers and scholars, and the President of the Union of Transbaikalian Teachers, the Government of the Republic of the Far East decided to introduce the optional teaching of Esperanto in the schools, and with that object in view, sent a circular, dated February 17th, 1922, to all the local Commissariats of Public Education and to the Central Educational Administration of the Transport Ministry.

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In 1910, the Government of *Samos*, in the *Ægean*, introduced the teaching of Esperanto in the primary schools of the island by a Decree dated November 20th, 1910. The Senate of the State of *Maryland* in the *United States* introduced this subject into the educational curriculum. In the same year, at the Sixth Universal Esperanto Congress at Washington, presided over by Mr. John Barrett, Director of the International Bureau of the American Republics, the Governments of Brazil, Equador, United States, Guatemala, China, Spain, Honduras, Costa Rica, Mexico, Persia, Russia and Uruguay sent official representatives.

Since 1918, the New York Chamber of Commerce has taught Esperanto in its courses.



## RESULTS OF TEACHING.

### III.

The Secretariat has received most interesting reports from various Ministries of Education with regard to the results obtained by teaching Esperanto in schools. An important memorandum has been supplied by the British Board of Education, which replied to the questionnaire by sending two reports prepared especially and independently of one another by two school inspectors of His Majesty's Government.

On account of the difficulty in reproducing accurately the general tenour of the British memorandum and reports by means of extracts, these documents have been printed in full as an annex to this report and will repay careful examination. (See Annex 3.)

The reports that we have received from other ministries of public education confirm and emphasise most of the remarks made in the documents mentioned above<sup>1</sup>. Several of these reports insist upon the great moral influence exercised on the children by correspondence with school-children of other countries and by the use of Esperanto, which develops their interest in foreign nations, their taste for geography and history, and often even a spirit of international service and of human solidarity, regarding which remarkable examples have been communicated to us. Many teachers make use of the Esperanto

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<sup>1</sup> The reply of the Government of Latvia to the Secretariat states: "By the study of Esperanto, the pupils learn the construction of Indo-European languages. Being a logical language, Esperanto helps, even more than Latin, to develop logical thought. Two lessons per week for one term of six months are necessary to give the pupils a working knowledge of Esperanto and enable them to use it. It was observed that the study of Esperanto helped to learn German, French and English."

lesson to make the children interested in the League of Nations and its great ideal of universal peace and co-operation.

At the International Conference of Experts which met at the Secretariat, the reports of Scottish and Italian school authorities pointed out that the vast majority of poor children could not hope to study foreign languages and that it gave them pleasure and a feeling of pride to be able at least to write and to speak Esperanto, which gave them a wider outlook on the world. In the elementary schools in Milan, the children were made to read anthologies of the fables and legends of different peoples. In Czechoslovakia, school-children exchanged drawings, stamps, descriptions and maps with children in other countries. They explained the spelling of their mother-tongue to each other. (For the memorial from International Conference, see Annex 4.)

The Oriental delegates pointed out that Esperanto provided the pupils in their countries with a simplified type of European language which gave them a key to understanding the others. A young Chinese could learn Esperanto in two years, while he needed six to learn English and still longer to learn French. Students sent to the Franco-Chinese Institute at Lyons, knowing nothing but Esperanto, very quickly learnt French.

In most cases it has been found advantageous to have Esperanto taught in the last years of the elementary schools as a first foreign language ; pupils who are unable to continue their studies are at least in possession of a second language which may be of practical use to them. Those who are able to pass on to the secondary schools have had in its study an opportunity of estimating their capacity for languages. Those who have a gift for languages can go forward with their minds better prepared. Those who have not can give their time to other studies better suited to them. Time is gained in both cases. These are the conclusions arrived at by the Technical International Conference of Educational Authorities.

In regard to adults, the Ministerial Reports received state that in Slav, Germanic and Latin countries, the public courses in Esperanto generally consist of from 20 to 30 lessons ; in Far-Eastern countries of from 50 to 60 lessons. In Germany and in Spain, where there are many Trade Union courses, manual labourers, knowing only their mother-tongue, manage to speak Esperanto at the end of a winter's course, working two evenings a week. Of course, everything depends on the keenness and intelligence of the pupil. Some Esperantists make the mistake of exaggerating the easiness of the language. It may, however, be stated with perfect truth that Esperanto is eight or ten times easier than any foreign language and that it is possible to learn to speak it perfectly without leaving one's own country. That in itself is a very appreciable result.

#### IV.

##### PRACTICAL USE OF ESPERANTO.

According to the incomplete statistics which we have been able to compile, about four million Esperanto text-books have been sold throughout the whole world, and there must be nearly seven hundred thousand adults who have followed Esperanto courses. If we include the people who learn Esperanto at school, this number must have increased in 1922 by about one hundred thousand, and there is reason to suppose that this increase will be greater every year.

On the other hand, the war and the universally high death-rate must have reduced by about half the number of Esperantists who were in existence before 1914. It is therefore rather difficult to fix even an approximate figure for the Esperanto public. It is probable that out of one hundred persons who have learnt the language there are not half-a-dozen who are members of Esperanto propaganda societies. The total number of foreigners who belong to English or French clubs abroad is also not very great. In many towns this number is far smaller than that of the Esperantists of the local societies which have often 150 to 200 active members. Only enthusiasts join, and the national Esperanto associations only include the propagandists.

The practical use of Esperanto is assisted by the remarkable work of the "Universala Esperanto Asocio", the branches of which are spread over five parts of the world like a spider's web. This organisation has delegates in a thousand towns of 39 countries. Every year it publishes a year-book with an alphabetical list of the towns and the addresses of the representatives there. The latter, who more or less act as Esperanto consuls, supply any information which may be required, act as

intermediaries in negotiations, meet travellers at the stations or act as guides in showing them round the district.

For instance, the delegate of a small town received in a month 72 letters in Esperanto coming from 26 different countries. He rendered commercial assistance in 22 cases. He answered three requests for information in the case of tourists, two enquiries as to hotels, four with regard to the cost of living, five with regard to public or boarding schools, two with regard to interned persons who had disappeared, three on questions of law, or voting, and seven on questions of labour and wages. He met 18 persons at the station and showed 12 round the town. A member of the U.E.A. can, his year-book in hand, obtain information with regard to all countries, get into touch with people everywhere by correspondence or when travelling. If he applies to the representative of the U.E.A. in any town, the latter can put him into touch with Esperantists in different circles, even if that language is not generally spoken in the town. Several cases have been brought to our notice of lecturers who have gone on tours lecturing in Esperanto, and who in many towns have collected audiences of from 100 to 2,000.

It is clear that if Esperanto were taught in all schools, those speaking it would be understood everywhere by the whole population, whereas at present only a very small part of the public uses it. It must be admitted, however, that even under present conditions this language can be of very great service, thanks to its practical organisation and to the fact that it has spread to most countries of the world. In almost all towns of the world there are people who know Esperanto. A merchant in a little town in Sweden, for instance, receiving a letter in Esperanto from Brazil or Japan, is more certain of being able to get it translated on the spot than if it were written in Portuguese or in Japanese.

A circular or a pamphlet printed in Esperanto can be circulated throughout the whole world at very slight expense, without the trouble of translating it into 20 or 30 languages and of finding agents to distribute it. Almost all international exhibitions use Esperanto to advertise in foreign countries and find it profitable to print their prospectuses in that language.

To our knowledge, this was done in the case of the Exhibitions at Paris, Lyons, Leipzig, Frankfurt, Basle, Padua, Lisbon, Bratislaw, Bordeaux, Breslau, Barcelona, Malmoe, Prague, Vienna, Reichenberg, and Helsingfors. For these exhibitions, Esperanto was used in correspondence; seven of them established an Esperanto section.

In 1921, the International Labour Office made a small experiment. It published in Esperanto three documents on its

work and organisation and had them distributed by the representatives of the U.E.A. The result was the appearance in the daily newspapers of 219 special articles on the International Labour Office in 21 different languages, cuttings of which were collected by the International Labour Office. Since that time, the International Labour Office answers, in Esperanto, letters which reach it in that language. It has been encouraged in this practice by the adoption of a recommendation brought forward at the Third International Labour Conference by M. Justin Godart, the French delegate, and Mr. Matsumoto, the Japanese Delegate. The Brazilian Government published in Esperanto the official documents about its centenary and its exhibition. We have had before us catalogues in Esperanto from commercial houses of every kind and from every country. Esperanto has already attracted the attention of the *Chambers of Commerce*, for those of Paris, Beauvais, Beziers, Calais, Grenoble, Le Creusot, Lyons, Limoges, Mâcon, Moulins, Saumur, St-Omer, Le Tréport, Tulle and Tarare (France), Lausanne and Locarno (Switzerland), London, Bath, Barnsley, Plymouth (England), Cracow (Poland), Cluj (Roumania), Brünn, Budějovice, Hradec Králové, Olomouc and Reichenberg (Czechoslovakia), Barcelona and Huesca (Spain), Dresden, Königsberg, Leipzig, Nuremberg, Potsdam (Germany), Sofia (Bulgaria), Budapest (Hungary), Torino (Italy), Tokio and Yokohama (Japan), Los Angeles, New York and Washington (United States of America), Rio de Janeiro (Brazil), the French Chamber of Commerce in London, the French Committee of the International Chamber of Commerce, the Brazilian Commercial Association and the Congress of Australian Commercial Travellers have taken steps to support Esperanto. There are special associations for the spread of Esperanto in commerce in the Argentine, Australia, Austria, Belgium, France, Germany, Great Britain, Hungary, Japan, United States of America, Portugal, Sweden and Switzerland. An international review, *Komerca Revuo*, is published in Esperanto at Zurich.

Guide-books of almost all the chief towns of the world, and illustrated books on Touraine, Bosnia-Herzegovina, Algeria, the Oberland and Scotland, etc., have been published in Esperanto by tourists or local bodies. The important part played by the Touring Club of France in introducing Esperanto into that country is well known. On October, 4th, 1921, the Czechoslovak Touring Club adopted it for its foreign propaganda. The corresponding organisation in Finland has done the same, and the railway administration of that country has used Esperanto in its time-tables. In Czechoslovakia a circular issued by the management of the railways offers certain advantages in respect of wages to employees speaking this language.

International organisations and offices are very specially

interested in the spreading of an auxiliary language; Esperanto has been adopted or recommended by a number of them<sup>1</sup>.

In the case of most of these offices, the use of Esperanto is still a novelty. On the other hand, there are international organisations which are entirely based on Esperanto, and which publish their review, their bulletin, or their communiqués in that language alone. These are the Esperanto associations of scientists, writers, men of letters, teachers, jurists, doctors, chemists, railway men, government officials, postmen, policemen, internationalist workers, catholics<sup>2</sup>, free-thinkers, clergymen, boy scouts, etc. The general assemblies of these associations have developed the use of spoken Esperanto in technical discussions. Lectures in Esperanto are given at the International Universality at Brussels. In 1920, lectures in that language by Professor Vanverts, of Lille University, on "The treatment of cancer", and by Dr. Corret on "Wireless telegraphy" were attended by large audiences.

It is strange that since 1905 Esperanto should appear to have become almost more a spoken than a written language. Apart from the Esperanto universal congresses at Boulogne, Geneva, Cambridge, Dresden, Barcelona, Washington, Antwerp, Cracow, Berne, The Hague, Prague and Helsingfors, attended by a thousand or two thousand persons, every year a whole series of international or regional meetings are held which are also often attended by a great number of people and in which Esperanto is the only language used.

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<sup>1</sup> The World Union of International Associations, the International Red Cross Committee, the International Pharmaceutical Federation, the Young Men's Christian Association (Y.M.C.A.), the International Women's Suffrage Alliance, the International Bibliographical Institute, the International Federation of Hatters, the Universal Alliance of Diamond Workers, the International Order of Good Templars Neutral, the International Catholic League, the Catholic International League of Youth, the International Bureau of Freemasons, the International Peace Bureau, the International League of Peace of the White Cross, the World Union of Women, the International League for the Protection of the Rights of Peoples. Furthermore, the following organisations admit the use of this language in their correspondence or their assemblies: the International Bureau for the Protection of Aborigines, the International Bureau of the New Schools, the International Bureau of Spiritism, the International Association of Mecanotherapy, the Postal International, the International Congress on Moral Education, the International University, the International Popular College, the Women's International League for Peace and Freedom, the International Intermediary Institute, the International Labour Office.

<sup>2</sup> The Esperanto paper *Espero Katolika* received the Pope's blessing in 1920, and six international catholic congresses were held in Esperanto under the patronage of well-known cardinals and bishops.

We have witnessed the case of the International Conference of Educational Authorities at the Secretariat of the League of Nations in which the debates were in Esperanto. We were much struck by the ease and rapidity with which delegates from all countries expressed their ideas and understood each other; moreover, the discussions were not interrupted by translations. As many as 32 speakers were heard at the same meeting and an amount of work was done in three days which might have taken 10 days to accomplish in an ordinary conference using several official languages. Of course, the nationality of certain delegates is sometimes recognised by their accent, but this is not so in the majority of cases, since the pronunciation of Esperanto, like that of Italian, seems to be much more uniform and more easily acquired by all nationalities than that of English or of French, for instance. Anyone who came into the room without warning would think he was listening to a discussion in Portuguese or Roumanian.

The unanimity and equality produced in such a meeting by the use of a common language are very striking. It puts everybody on the same footing and allows the delegate from Pekin or The Hague to express himself as forcefully as his colleagues of Paris or London. Some speakers express themselves with great eloquence in Esperanto. This frequent use of Esperanto as a spoken language has not been without an influence on the written tongue, which is gradually becoming more flexible. The object of an international language is obviously not literary, but people of taste should be able to give it elegance and style.

The library of the Esperantist Central Office in Paris contains 4,000 volumes, and that of the Universala Esperanto Asocio in Geneva 3,200. Since 1920, on an average, a new book in Esperanto on scientific or other subject appears every other day. Text-books and dictionaries exist in English, Arabic, Armenian, Czech, Bulgarian, Danish, Esthonian, Finnish, French, German, Greek, Welsh, Hebrew, Spanish, Dutch, Hungarian, Icelandic, Italian, Japanese, Georgian, Catalonian, Chinese, Croat, Latin, Latvian, Lithuanian, Polish, Portuguese, Roumanian, Russian, Ruthenian, Ukrainian, Serbian, Slovakian, Slovenian, Swedish, Turkish and Visayen (Philippine Islands).

Technical dictionaries have been published dealing with anatomy, chemistry, mathematics, navigation, music, photography, pharmaceuticals, philately and ornithology, and also an encyclopedia and a general technical and technological vocabulary.

The Esperanto Press includes about 100 reviews and periodicals, monthly, fortnightly or weekly, which deal either with special subjects or with the general interests of Esperanto, while some are intended to furnish foreigners with information regarding the resources and the national life of any particular country.



A special review for the blind is published in raised braille type and would even appear to be the most widespread of all newspapers printed in this type, since it is read in all countries<sup>1</sup>.

Most Esperanto periodicals publish advertisement pages which show that there exists a certain amount of commercial intercourse and exchange of transactions of all kinds carried on through this language. There is therefore a living community which makes a successful use of a neutral international language in its work, its correspondence, and its travels. This result has taken half a century to produce.

Language is a great force, and the League of Nations has every reason to watch with particular interest the progress of the Esperanto movement, which, should it become more widespread, may one day lead to great results from the point of view of the moral unity of the world.

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<sup>1</sup> The number of blind persons in each nation is comparatively small, and publications in this type are very bulky and expensive to produce. The blind in small countries have therefore little to read and few means of learning foreign languages. They are taught Esperanto in the Homes for the Blind in almost all countries and they pool their resources in order to secure the advantage of a common newspaper and library in Esperanto. They also correspond with different countries and even hold conferences in Esperanto. The Under-Secretary-General of the League of Nations was present at an international gathering of the blind at Prague, and several of them told him how happy they were to have a fresh outlook opened to them by the use of Esperanto.



## Annex 1

RESOLUTIONS ADOPTED BY THE THIRD ASSEMBLY  
AT ITS MEETING HELD ON THURSDAY SEPTEMBER 21st, 1922.  
(Adopted on the report of the Fifth Committee.)

(1). "That the Report of the Secretariat on Esperanto as an International Auxiliary Language be adopted, subject to the following amendments :

- (a) "That the corrections communicated by the British Delegation be made and that Chapter V of the Report be omitted."
- (b) "That an annex be added to the report, consisting of the whole of the brief and impartial report made by the Paris Chamber of Commerce on February 9th, 1921, of which certain passages only have been quoted."
- (c) "That the resolutions adopted by the Committee be annexed to the report."

(2). "That questions relating to the teaching of Esperanto be referred to the Committee on Intellectual Co-operation, in order that that Committee may give his opinion on the various aspects of the problem of an international auxiliary language."

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## Annexe 2

### SELECTION AND ADVANTAGES OF AN INTERNATIONAL AUXILIARY LANGUAGE.

*Report submitted by M. André Baudet on behalf of the Commercial Educational Committee, and adopted and converted into a Resolution by the Paris Chamber of Commerce at its meeting of February 9th, 1921.*

The Paris Esperantist Group having referred to the Paris Chamber of Commerce a request for the support of our Company for the propagation of Esperanto, particularly by instruction in this language in our commercial schools, your Bureau requested the Educational Committee to consider this question ; the present report presents to you a summary of its work, with the conclusions reached.

*Advantages and Essential Conditions of an International Language.* — A preliminary question must first be put. Is it advisable to give encouragement to the principle of an international language? Your Committee has not hesitated to reply in the affirmative. Commercial transactions, discussions of an economic nature in international congresses, negotiations on commercial treaties and customs conventions would undoubtedly be assisted if all nations adopted a standardised language. The principle of its expediency being thus recognised, we have only to consider the conditions with which such a language must comply in order to guard against all the risks of failure which may be encountered in taking a step of this importance.

We consider that these conditions may be summed up under two principal headings :

(1) In the first place it is indispensable that this language should not be established to the detriment of the French lan-

guage, to which we are deeply attached by reason of the immortal beauties enshrined in their works by the genius of our writers.

As an essential corollary of this primary condition, we must, as ardent advocates of our own native language, respect the native languages of other nations, also rich in literary masterpieces.

The universal language must, therefore, not be a national language.

The choice of any one national language would arouse strong opposition on the part of the other nations, and every impartial judge must admit the absolute impossibility of this solution of the problem.

The obvious deduction is, therefore, that the universal language must be an artificial language. It is noteworthy that, in 1629, Descartes had already laid down this principle.

This language must be regarded as a tool, as a "code" to be used as a method of interpretation by the nations. For this reason, your Committee attaches great importance to the name "auxiliary" with which it would wish the international language to be always qualified, as national languages must not be affected in any way.

(2) This auxiliary language must be clear, easy to learn and sufficiently rich in vocabulary to express all shades of human thought.

*Esperanto.* — Does the artificial language known as Esperanto comply with the second category of conditions? It is impossible to reply to this question without profound study of the language. A Sub-Committee of five has been entrusted by the Education Committee with the task of considering this language thoroughly. This body has not shrunk from the task of reading numerous documents upon the value of Esperanto and also of learning its grammar. It is only just to add that this grammar is so simple that the careful study of a small book is sufficient to acquire all the rules perfectly in a few hours.

The Sub-Committee then got into touch with M. Rollet de l'Isle, President of the Paris Esperantist Group, and an enquiry was undertaken, the results of which we will endeavour to summarise in a few words.

After an unsatisfactory experiment in Volapuk, the difficult vocabulary of which explains its lack of success, a Pole, Dr. Zamenhof, an enthusiast for the idea of an international

language, was inspired about 1887 to create one upon extremely logical principles. He gave long study to a comparison of the vocabularies of existing languages, and constructed Esperanto, taking for each word the root used in the majority of these languages.

The result has been that the roots in the words of each European language are found in Esperanto in the proportion of nearly 75 %.

The grammar consists of 16 rules with *no exceptions*; all verbs may be conjugated by learning 12 terminations. From the point of view of instruction it is impossible to emphasise too much the difference between the simplicity of this language and the difficulty experienced by pupils when learning the irregularities of the English and French verbs and the exceptions to all the rules.

Impressed by the simplicity of the vocabulary and the grammar, the Committee still felt some anxiety as to the pronunciation.

The pronunciation of Esperanto is entirely phonetic, the alphabet includes 28 letters, each of which corresponds to one sound and one only, and vice-versa; 18 of these letters are identical as regards pronunciation with the corresponding letter of our alphabet. The tonic accent always rests on the penultimate syllable. The question, however, arises whether, in spite of the simplicity of this idea, the various nations might not pronounce Esperanto in a manner quite incomprehensible to the others. Experience has, however, shown that differences in accent are so light as to be unnoticeable. M. Rollet de l'Isle relates the following incident in this connection :

In 1911, at the Antwerp Congress, 800 Esperantists were present, belonging to 42 different nations. The nationality of each speaker in Esperanto had to be ascertained, as it was impossible to recognise it from his speech.

A final question remains for decision : Does Esperanto permit the expression of all the inflections of human thought?

The Sub-Committee did not wish to deal lightly with this delicate problem, and has made the following statement : It is universally recognised that the French language is the richest in expression and the most precise of all the national languages. If, therefore, a French text translated into Esperanto and re-translated into French is still in no way deformed, it may be stated that the auxiliary language has real value from this point of view.

Experiments were made by the Chamber of Commerce on December 30th, 1920.

Three texts were selected by the Sub-Committee in a style

so precise that the slightest modification might completely alter the meaning.

They consisted of an arbitration regulation, a power of administration and a certificate of sale of a very exact type.

They were translated into Esperanto in our presence by two Esperantists ; these two were then replaced by two others who carried out the reverse operation.

The new French text, although it did not repeat the exact wording of the original text, reproduced its exact meaning in such a manner that the double transposition was unanimously considered to have made no alteration in the meaning of the agreements upon which the experiment had been made.

The unanimous conclusion of the Sub-Committee was that your Rapporteur was able to assure the Education Committee that, "as far as it was possible to judge by investigation and experiments, Esperanto possessed the qualities of precision, of clearness and facility which are required of an international auxiliary language".

*The Development of Esperanto.* — In view of such resolutions, the Education Committee could not adopt an entirely neutral attitude to this question.

It considers that the Paris Chamber of Commerce, faithful to its traditional devotion to progress, should respond to the appeal made for its assistance in the development of an instrument of international exchange of such value as that offered by a universal conventional language.

It could not but be impressed by the importance of the movement, which is gradually gaining support for the Esperanto language in all parts of the world.

The growing number of supporters have met at several important congresses. The tenth, convened for that disastrous day, August 2nd, 1914, would certainly have proved a finer manifestation of the solidarity of mankind than the scourge let loose on that same day by a nation now completely vanquished.

This defeated nation, however, has not failed to avail itself of the advantages of making use of the benefits to its commercial expansion derived from the use of an international language. Great importance should be attached to the fact that a number of documents have been issued in Esperanto, inviting the buyers of the entire world to the Frankfort Fair of 1920 and the Leipzig Fair of 1921.

We hasten to add that France has not been backward in taking a similar step, and that the Organizing Committee of the Paris Fair has just decided to issue invitations in Esperanto for the May Fair of 1921.

The terrible experiences of the war would in any case have emphasized how important it is that the Allies should be able to understand each other at the numerous meetings where questions most vital to the future of the nations are discussed under great difficulties.

If the speakers were able to express themselves in a language understood by all their colleagues, the delegates would have been able to simplify and shorten the discussions, the multiple translation of which has too often delayed a solution and prevented a final conclusion, to the great prejudice of the rights to be defended.

This, it appears, begins now to be realized; in our country, the most illustrious names in science, industry and education are supporting this movement, which is becoming world-wide. It is sufficient for us to quote, among many others, MM. Appell, Archdeacon, D'Arsonval, Aulard, Daniel Berthelot, Prince Roland Bonaparte, Esnault-Pelleterie, Farman, Michelin, Colonel Renard, Charles Richet, Roblin, General Sebert.

The ingenious nature of the language has even attracted certain mathematical minds, some of whom have endeavoured to carry the instrument to a further degree of perfection.

From this was born the offshoot known as "Ido", which gave the Education Committee some anxiety. It soon, however, became clear that this so-called perfection was only a further complication, which has delayed the development of Esperanto by causing confusion in the public mind.

It is, however, only logical to agree that only by the adoption of unchangeable rules, such as those of Esperanto, it is possible to obtain that uniformity in the language which is essential. This language is to some extent like a telegraphic code or a system of shorthand. It cannot be called perfect, since it has been devised by the human mind, but it may be said emphatically that, if its use is to be assured, it must be employed in its present form.

However, all these experiments and imitative efforts, and even the passionate sentiments they involve, prove to what a degree the various nations feel the necessity of a unified language.

The movement is at present astir in Japan and Czechoslovakia. In Asia the desire for such a language represents the realization of the necessity to assimilate European civilizations while avoiding the domination by any one nation whose language becomes preponderant.

As we read quite recently in the newspaper, Spain gives a noteworthy example. Saragossa University, which is responsible for the Government schools in the province of Aragon, has



lately authorised a course in Esperanto in the Normal School under its control. The Chamber of Commerce in the same province has also sent a circular to all Spanish Chambers of Commerce, drawing their attention to the advantages of Esperanto.

The London Chamber of Commerce gives a diploma, and since 1916 has held an examination in Esperanto, as in other languages.

The New York State Chamber of Commerce has, since 1918, included Esperanto among the four commercial languages in which it holds examinations.

Finally, many French and foreign Chambers of Commerce take an interest in the language, either by making grants of money or by organising propaganda tours.

*Conclusion.* — The consideration of the whole striking facts led the Education Committee to think that the Paris Chamber of Commerce could not overlook a movement which may be of invaluable aid in international transactions.

The point of view taken by the Committee in proposing the action which it thinks advisable in the questions is mainly a commercial one.

If this action is to produce results, it must be comprehensive enough to appeal to our commercial schools.

The objection may be made that it would be disadvantageous to these schools, whose programmes of work are already very full, if they were to compel their students to devote a part of their time to the study of a language which is not likely to be widely used for many years, however universal it may eventually become.

Our answer is twofold. First, those nations and those peoples who are first able to make use of new methods are also the first to reap the fruits of these methods.

Secondly, we have no intention of causing difficulties in the education of our pupils. The teaching ability of French headmasters is known to everyone, and they will be able to decide whether this new subject of education should, at the beginning, be optional or not. They will in any case know what amount of time, in proportion to the other items on the curriculum, should be given to this new subject. It will certainly be very small.

It is easy to mould the intellect of youth, and the addition of Esperanto to the educational curriculum may develop the most brilliant and varied talents.



Further, we cannot leave unmentioned an argument in favour of the teaching of Esperanto which deserves consideration : the value of this language for the study of French.

Esperanto contains no idioms and necessitates clarity of expression. Further, as we have seen, its vocabulary clearly shows up the structure of a very large number of French words.

Esperanto will be a substitute for Latin for most young persons who cannot learn the latter language, the study of which must unfortunately be restricted to a chosen few; for the pupil will be obliged to give attention to the roots of words and their derivatives and to pay attention to the comparative value of the expressions he uses.

Obviously, there are certain prejudices to be overcome; some will allege that it would be better to wait for others to begin.

The same kind of thing was said about the telephone and about all other innovations; it is, of course, to be feared that our endeavours may remain fruitless if only the pupils show enthusiasm.

It should not be forgotten that we must not be content with merely noting progress made and adapting ourselves thereto. Our chief duty is to sow the seed and to spread Esperanto throughout the world.

An International Chamber of Commerce has been established for the purpose of co-ordinating and diffusing any fruitful ideas among the peoples thirsting for the Gospel of Peace. We may ask ourselves, then, whether we are justified, should we think the use of an auxiliary language desirable, in supposing that this body cannot hasten the dissemination in other countries of a method of "mutual understanding" which may perhaps put an end to misunderstandings and may certainly do much to facilitate the world's commercial business.

On the above grounds, the Committee proposes that the Chamber of Commerce take the following decision :

"Considering that the business of the whole world would be greatly facilitated by the use of an auxiliary international language;

"And that there would be no question of prejudicing the use of national languages and, particularly, of the French language, whose literature is intimately bound up with French history and is rich in imperishable masterpieces;

"And that the auxiliary language should rather be established as a sort of international language code for purposes of interpretation among the nations, and for this reason should be able to be acquired with ease and rapidity;

“And that Esperanto seems to combine, in a methodical manner, the desirable qualities of clearness and simplicity, as regards both pronunciation and grammar, vocabulary and richness of expression;

“The Paris Chamber of Commerce :

“(1) Decides to introduce the teaching of Esperanto, as an optional subject, in its commercial schools ;

“(2) Recommends that such instruction become general in France and abroad, and that the Chambers of Commerce in all countries which are anxious to facilitate commercial operations should encourage the rapid dissemination of the auxiliary international language.”

*(Resolution adopted on February 9th, 1921.)*

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## Annexe 3

### CIRCULAR LETTER AND QUESTIONNAIRE FORWARDED TO GOVERNMENTS OF STATES MEMBERS OF THE LEAGUE

LEAGUE OF NATIONS

GENEVA, January 23rd, 1922.

Sir,

The Second Assembly of the League of Nations decided, on September 15th last, to put the question of the teaching of Esperanto in schools upon the Agenda of the Third Assembly and to request the Secretary-General to prepare in the meantime a complete report, accompanied by the necessary documents, on the experiments already made and the actual results attained in this respect.

In order to carry out this work entrusted to the Secretariat by the recommendation of the Second Assembly, I have the honour to ask if you would be good enough to inform me with regard to the public teaching of the auxiliary international language Esperanto in your country, by replying as fully as possible to the enclosed questionnaire.

According to the desire expressed by the Second Assembly, I have the honour to enclose copies of the report of Committee No 2 of the First Assembly on the question of an International Language (Assembly Document 253) and of the Under-Secretary-General's report on his official mission to the Thirteenth Universal Esperanto Congress which met at Prague in August 1921 (A. 72. 1921. XII).

I have the honour to be, Sir,

Your obedient servant,

For the Secretary-General,

(Signed) INAZO NITOE,  
Under-Secretary-General.

QUESTIONNAIRE WITH REGARD TO THE TEACHING OF ESPERANTO  
IN SCHOOLS

1. Has any action been taken by national or local authorities with regard to Esperanto as an auxiliary international language (laws, decrees, subsidies, grants, privileges or any other form of recognition)?

2. In what schools or institutions is Esperanto taught, and is it a compulsory or optional subject?

What is the number of classes, students and teachers :

- (a) in elementary public schools,
- (b) in secondary public schools,
- (c) in technical or commercial schools,
- (e) in institutions of all kinds (blind asylums, orphanages, etc.),
- (d) in universities,
- (h) in evening classes of any kind ?
- (g) in continuation schools,
- (f) in private schools of all grades,

3. What are the results of Esperanto teaching in these different schools or institutions ?

If reports have been issued, you are requested to send copies.

4. How many lessons have been found necessary to enable the students to acquire a fair knowledge of Esperanto in comparison with foreign languages?

Has Esperanto proved helpful in acquiring foreign languages ?

What foreign languages are chiefly taught in State schools?

*Reply of British Government to the Questionnaire*

OFFICES OF THE CABINET,  
2, WHITEHALL GARDENS, S.W.1.

*April, 21st, 1922.*

*Reference No. 38/E/3.*

The Acting Secretary to the Cabinet presents his compliments to the Secretary-General of the League of Nations and, with reference to M. Nitobe's circular letter No. 5, dated January 23rd last, forwards herewith a copy of a memorandum on the teaching of Esperanto in England and Wales, prepared by the Board of Education and containing such information as the Board possesses on the matters enumerated in the questionnaire enclosed in the Under-Secretary-General's letter referred to above.

MEMORANDUM ON THE TEACHING OF ESPERANTO  
IN ENGLAND AND WALES.

1. In order that the answer to the first question may be made quite clear, it is necessary to point out that in this country the central authority, that is, the Board of Education, does not prescribe in detail a uniform curriculum to be followed by all schools in receipt of State aid. The duty of framing and controlling the curriculum is vested, subject to the general supervision of the Board of Education, in the local education authorities, that is, the councils of counties, boroughs and urban districts, which are responsible for the maintenance of the schools.

The Board of Education has not, in the exercise of its supervisory powers, required the inclusion of Esperanto as part of the general course in any kind of school; but where local education authorities have submitted to them well-considered proposals for the inclusion of Esperanto in the curriculum of a particular school or particular schools — as has, in fact, been done on several occasions — they have been ready to approve them.

2. The Board would have been unable to furnish a complete

reply to the second question from its own records, as the latter contain no particulars of those schools and classes which are not in receipt of aid from the State. It therefore approached the British Esperanto Association, which was kind enough to supply it with the following figures. It will be understood that any discrepancies between the figures given here and those contained in Report A attached (for which figures alone the Board is responsible) are due to the fact that the latter refer only to State-aided schools, and do not include schools and classes privately conducted. As stated under "h" below, it is these classes which supply the bulk of the Esperanto teaching in Great Britain.

|                                |                          |                 |
|--------------------------------|--------------------------|-----------------|
| (a) <i>Elementary Schools.</i> | <i>England and Wales</i> | <i>Scotland</i> |
| Number of Schools . . . . .    | 11                       | 2               |
| » » Classes. . . . .           | 28                       | 2               |
| » » Pupils . . . . .           | 381                      | 90              |
| » » Teachers. . . . .          | 27                       | 2               |

|                               |    |    |
|-------------------------------|----|----|
| (b) <i>Secondary Schools.</i> |    |    |
| Number of Schools . . . . .   | 2  | 2  |
| » » Classes . . . . .         | 2  | 3  |
| » » Pupils. . . . .           | 43 | 89 |
| » » Teachers. . . . .         | 2  | 3  |

(c) *Technical and Commercial Schools (Day Schools).*

The number of such schools is not large, and, as far as is known, Esperanto is not included in the curriculum of any.

(d) *Universities.*

It is understood that small experimental classes were held at Manchester University in 1921, but no detailed information is available.

(e) *Institutions (Asylums, etc.).*

No pupils this year.

(f) *Private Schools of all grades.*

|                             |                           |                 |
|-----------------------------|---------------------------|-----------------|
| Day schools :               | <i>England and Wales.</i> | <i>Scotland</i> |
| Number of Schools . . . . . | 1                         | —               |
| » » Classes . . . . .       | 4                         | —               |
| » » Pupils. . . . .         | 40                        | —               |
| » » Teachers . . . . .      | 1                         | —               |

(g) *Day Continuation Schools.*

Nil.

(h) *Evening Schools.*

|                             |                           |                 |
|-----------------------------|---------------------------|-----------------|
| Public Evening Schools :    | <i>England and Wales.</i> | <i>Scotland</i> |
| Number of Schools . . . . . | 10                        | —               |
| »    »    Classes . . . . . | 16 (approx.)              | —               |
| »    »    Pupils. . . . .   | 269                       | »               |
| »    »    Teachers. . . . . | 10                        | »               |

*Private Evening Classes.* — The bulk of Esperanto teaching is given in classes formed by local societies or groups, and not under public control. It appears impossible to obtain anything more than a rough estimate of these numbers. In England and Wales there are 92 such groups affiliated to the British Esperanto Association. Thirty students would be a fair average number of students in each of these groups, and, as some of the London groups are very large, another 200 might be added. This gives about 3,000 students of classes attached to groups in England and Wales. The corresponding figures for Scotland are 11 groups and 350 students.

Particulars of these public elementary school classes which have been specially inspected by the Board are contained in the attached Report A upon "The Teaching of Esperanto in Public Elementary Schools in England", which has been drawn up by one of His Majesty's inspectors of schools who has made a special study of the subject. The later sections of Report A, together with Report B (written independently by another of His Majesty's inspectors, equally well qualified to express an opinion), are forwarded as likely to be of interest to the Secretariat and affording answers to questions (3) and (4), together with certain general observations; but they must not be taken as necessarily expressing the views of the Board of Education.

As regards the last question under (4), only in exceptional circumstances is any language other than English taught in public elementary schools. In secondary schools, French, Latin, German and Spanish are the languages most commonly taught. In technical schools, French, Spanish, German, Italian and Russian (in order of popularity, French being by far the commonest).

## REPORT A.

### THE TEACHING OF ESPERANTO IN PUBLIC ELEMENTARY SCHOOLS IN ENGLAND AND WALES

According to the information at present in the possession of the Board, Esperanto is known to be taught in the following schools :

1. Barry, Romilly Road Boys' School.
2. Eccles (Patricroft), Green Council School.
3. Huddersfield, Beaumont Street Boys' Council School.
4. Leigh (Lancashire), Bedford Road Wesleyan School.
5. Liverpool, Granton Road Boys' Council School.
6. Worcester, St. Paul's Church of England Boys' School.

Schools 2, 5 and 6 have been specially inspected, and it is on the results of these special inspections that the notes which follow have for the most part been based. School 2 appears to be the pioneer, since the subject was introduced here, through the enthusiasm of four members of the staff, as long ago as 1916.

The school is a mixed one, and takes older children only. Esperanto is taken, for two periods of forty-five minutes each week, by every child in the school. Two of the four original Esperantists are no longer members of the staff, but the other five teachers have learnt the language, thus making it possible for each class to be taught by its own teacher.

Children from this school have been remarkably successful in winning prizes at various Esperanto competitions.

In School 6, the subject was introduced experimentally in 1920. The school is situated in a very poor district and it was thought that the introduction of Esperanto might be the means not only of improving the English but of adding a new stimulus to the work generally. Two half-hour periods a week are given to the subject by all the boys in Standards VI and VII, and the teaching is entirely in the hands of one teacher, a prominent member of the local branch of the Esperanto Association.

School 5 had on its staff the secretary of the local branch of the Esperanto Association. It was for this reason that the school was selected when, early in 1920, it was decided to make the



experiment of teaching the language in one of the Liverpool schools. Esperanto is taken by boys in Standards VI and VII, who obtain the written consent of their parents. There are two classes, each containing from 20 to 30 boys, and both are taught by the same teacher. Each of these Esperanto classes represents about half of the class from which the boys are selected. No increase of staff, however, has been necessary, since the Esperanto lessons take place when the other boys are away at manual instruction. The second-year class devotes three periods of thirty minutes a week to the subject, and the first year two periods of forty minutes. The former distribution of time seems to be the more satisfactory. In none of these three schools has the introduction of this subject necessitated any increase in the staff.

In each school the "direct method" is followed, that is to say, the teacher conducts his lesson and the boys answer questions as far as possible in Esperanto. There is a good deal of reading and translation into English, free composition is done, especially in the form of letters, the grammar teaching is mainly incidental, and many interesting devices are employed in order to give life to the lessons. Perhaps the most interesting feature is the correspondence in Esperanto with children in many parts of the world. In Eccles, the local education authority pays the cost of this correspondence. In Liverpool, the present high cost of postage has had the effect of considerably reducing its volume. Inspectors visiting these classes have been struck by the enthusiasm of teachers and taught. The latter manifestly enjoy the sense of power that comes from the rapid mastery of a new language.

There is, however, little evidence to show that this enthusiasm persists after the children leave school. At Eccles, the local Esperanto group has died of inanition, the boys from the Green Lane School who are Scouts do not compete for the Proficiency Badge in Esperanto, and the few Esperanto books in the public library repose on the shelves practically unread.

In Liverpool there is an Esperanto class in one of the evening schools, but boys cannot join it before the age of 15. The local Esperanto group conducts a class of its own, which three of the boys have joined, but it is a class intended primarily for adults.

In considering what place, if any, Esperanto should occupy in the curriculum of the elementary school, it may be convenient to regard it from three points of view: (1) as a vocational or utilitarian subject; (2) as a means of promoting a general education; or (3) more specifically as providing some form of linguistic training.

(1) The case for a universal language, especially in commercial intercourse, is so obvious that it need not be laboured. Human nature, however, being what it is, it would be rash to prophesy the adoption of such a language, and still rasher to assign the part to Esperanto.

Esperanto does, however, appear to be slowly making headway. It has a larger following than Ido, its offspring and rival. It is viewed with favour by several international bodies, and its growth is likely to be fostered by the present struggle for world peace. It is in fairly extensive use in certain parts of the world, notably in Germany and Japan, though in England, as might be expected, its progress is slow.

So far as can be ascertained, there are in Liverpool three business firms only, and these are not large firms, which make use of Esperanto.

It cannot therefore be said that there is, or is likely to be in the near future, such a demand in the commercial world for Esperantists as would justify the introduction of the language into the schools on utilitarian grounds.

(2) The learning of another language, especially if accompanied by a study of the life and thought of the people who speak it or spoke it, is among the best means of promoting general culture.

Esperantists claim that their language has a beauty of its own, rivalling if not exceeding that of Italian. This may be so, but it is equally possible that its æsthetic may be in inverse ratio to its commercial value. Its regularity, its logical completeness, its lack of ambiguity, make it easy to learn and suitable for the expression of fact. Such qualities may make it less suitable for the expression of feeling than a natural language with its irregularities and subtle associations.

The claim that it opens the door to a great literature cannot be seriously entertained. No great writer has so far selected this as a vehicle for the expression of his thoughts. It is said that, by learning Esperanto, one may gain access to translations of many famous books from many countries. This might well appeal to a native of some small country whose language is not in extensive use. One could hardly expect an English child to learn Esperanto in order to read translations of books which, if not originally written in English, have almost certainly been translated into English.

It can give no such intimate knowledge of the life and thought of a particular people as that people's own language can give, but it is a means of cultivating a nodding acquaintance with many peoples. The children in the Worcester

School have corresponded with children in 27 foreign countries, and the correspondence of the other two schools is little less widely distributed.

This correspondence, it is true, consists for the most part of the interchange of personal details and picture postcards, but one might expect that it would at the very least serve as a valuable incentive to the study of geography.

There appears to be considerable value in the mental stimulus of learning this language, introduced as it is, at a critical stage of school life. The teachers have doubtless all the zeal of pioneers, and children commonly appreciate novelty, but these children show a joyful readiness to display their powers which is in strong contrast to the faltering and reluctant efforts of children of similar standing who have learnt French. It is significant also that two of the headmasters speak of its effect in rousing minds of children of less than normal ability. A child who in a practical way has begun to enter into a language and a method of thought different from his own has learnt something.

(3) It is claimed that Esperanto has peculiar value as a basis for the study of English or of foreign languages.

It was introduced experimentally into the Girls' Secondary School at Bishop Auckland, and an attempt was made to assess its value as a preparation for French and German. The results were inconclusive. The girls who had learnt Esperanto made more rapid progress in French than those who had learnt no foreign language, but the reverse happened in the case of German. This may have been due to the greater resemblance of Esperanto to French than to German, or it may have been due to differences of ability among the girls.

In any case, it would be of doubtful advantage to introduce Esperanto into the elementary school on the ground that it will enable the children to learn other languages. Foreign languages are learnt by comparatively few children whose full-time education has ceased at the age of fourteen, and nearly all the children in the three schools mentioned above are beyond the normal age of entry to the secondary school. It is suggested in some quarters that Esperanto should be begun as early as Standard I, but the ease with which the language can be acquired makes so early a beginning unnecessary. Nor would it be sound policy to teach it an earlier age than 11 or 12 simply for the sake of the small proportion of children who go on to secondary schools.

As a means of improving the English in elementary schools, its claims deserve serious consideration. Unfortunately, no

systematic attempt has been made to ascertain whether children who have learnt Esperanto are actually better at English than those who have not, and, if so, to what extent and in what respects.

The teachers say that these children speak better, write better composition, and are better able to follow the intricacies of English grammar. With this statement the inspectors who have visited the three schools are in substantial agreement.

In Esperanto there is one letter for each sound and one sound for each letter (additional letters being formed by the use of diacritics). None of the sounds is difficult, except possibly the final *j* (*y*). Thus we have something not unlike the phonetic systems employed by many teachers of foreign languages and some teachers of English. It is not therefore surprising to find that children speak Esperanto with more care than they speak their own language, perhaps with more care than can be accounted for merely by the fact that they are speaking a language which they have not been for years accustomed to mispronounce. Although this new form of speech training is begun somewhat late in life, it does appear to have some effect on their use of their own tongue.

It is said that children who learn Esperanto improve in English composition, that is to say they express themselves with greater precision and perspicuity. There is no reason to doubt the truth of this statement, difficult as it is of scientific proof.

The same claim is made for Latin, and may be made for other languages in a greater or less degree. The greater the exactness of a language, the greater may be its value to those with an inexact language like our own.

Precision of statement implies a precise knowledge of the individual work. In learning Esperanto, a child comes in contact with a large number of roots, most of them found in English as well, and sees how, from these roots, new words can be built. He will thus probably increase and certainly improve his vocabulary and may acquire the beginnings of a scholarly appreciation of words.

Finally, this language is grammar incarnate. It has few rules, and these rules have no exceptions. Every noun ends in *o*, every adjective in *a*, and each tense of the verb has its own termination. The parsing of such a language is akin to the "colour parsing" which appeals so strongly to young children, and its study might well help to direct the explorer through the shoals and quicksands of English grammar.

It has, indeed, been suggested that it would be worth while to study Esperanto as a dead language, merely as a means of

learning grammar, but to do this would be to deprive it of what appears to be its chief attraction to young children : the ease with which it can be acquired as a means of oral expression.

On the whole, then, it would appear that Esperanto has little commercial value at present, a fair amount of culture value, of which full use has not yet been made, and very considerable value as a means of improving English. It appeals to children, even to dull children, and it can be acquired in two years by a child of average ability sufficiently for practical purposes.

In certain circumstances, it might maintain a claim to become the second language of the elementary school, but until its employment in ordinary life is more general it is neither desirable nor to be expected that it should be taught in many schools. The lack of enthusiastic and properly qualified teachers of this subject would alone be a sufficient obstacle. It is said, for instance, that in Liverpool there are not more than three or four such teachers.

There appears to be ample justification for allowing the present experiments to go on, and even for encouraging other experiments in the large towns, and especially in the large seaport towns.

## REPORT B.

### RESULTS OF ESPERANTO TEACHING.

This question, it is assumed, does not relate to the value of the subject, but to the efficiency or otherwise of the teaching. We may quite safely say that, taken as a whole, the teaching of Esperanto is below the average of the teaching of other subjects ; the spread of Esperanto is checked very much by the lack of expert trained teachers. The generalisation made is one that has often been put to Esperanto officials, and with which they have expressed their concurrence.

#### *Number of Lessons required.*

In a report, intended for more or less general application, on the teaching of Esperanto in a public elementary school in Liverpool recently, the inspector said that the boys of 12 to 14 years of

age who had been under instruction for  $1\frac{1}{2}$  hour a week for 14 months had already acquired a fair grip of the language; their vocabulary of ordinary words was reasonably extensive, and they could form sentences in Esperanto with due regard to construction and grammar. He also said that the knowledge acquired was equivalent to such a knowledge of French as would enable a tourist to "find his way about" in France. By the end of the two-year course he estimated that the boys would have had all the definite instruction they would need in order to be able to read such Esperanto books and carry on such Esperanto conversation as would be appropriate to their years.

Adult students are generally proficient, if they are fairly intelligent, after a year's formal study that is to say, by that time they have reached a stage at which definite lessons are better replaced by informal reading and practice in conversation. A good working knowledge of the language may be obtained in a few weeks by well-educated persons with some previous knowledge of other foreign languages.

*Has Esperanto proved helpful in acquiring Foreign Languages?*

Yes, Esperanto is easy to learn, and consequently the student soon reaches a stage at which he can put his knowledge into use, *i. e.*, a stage at which the study becomes interesting. This is not the case with the study of a natural foreign language. The first foreign language to be learnt is the most difficult, because each helps the study of the one which follows. Hence it would seem, and experience supports the view, that a knowledge of Esperanto is a direct help towards the study, on the part of persons without great linguistic ability, of natural languages.

From an educational point of view, the best way of regarding Esperanto is not on account of its direct usefulness — which, of course, must be small until most people have learnt it — but because it is "language" in general, *i. e.*, a generalised grammar and vocabulary.

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## Annexe 4

### MEMORIAL

*addressed to the League of Nations by the International Conference on the Teaching of Esperanto in Schools, held at the League of Nations, Geneva, April 18th to 20th, 1922.*

We, educationists from 28 countries and official representatives of 16 Governments, assembled in Conference at the League of Nations in Geneva, affirm our belief that at the root of the present deplorable condition into which the civilised world has fallen is the misunderstanding and mistrust which divide the peoples from one another.

We affirm our belief that the only certain remedy for this evil is education and the principle of international approximation for which the League of Nations stands.

We welcome as one of the most valuable contributions to the solution of the problem of the reconstruction of the world the international auxiliary language Esperanto, and express our conviction that it should be made part of the educational programme of every civilised country.

We desire to make known to the League of Nations the results of our experience in teaching Esperanto in schools in different parts of the world.

We find that Esperanto is entirely adequate for practical use as an international language for all the purposes in speech and writing for which a language is required ; and that, moreover, it possesses remarkable qualities which establish its value as an educational instrument.

It is valuable as an aid to the correct use of the mother-tongue, shown by improvement in pronunciation and enunciation, better choice of words and knowledge of their meaning, improvement in spelling, and knowledge of the principles of grammar.

It is valuable as a stepping-stone to other languages, modern and classical, ~~lightening~~ the task and saving the time of the



teacher in explaining grammatical forms, providing familiar roots, and bringing to the task of expression a mind already accustomed to express itself in more than one language.

In our opinion, children should be taught Esperanto as the first language after the mother-tongue in the elementary school. This would provide those pupils who must leave at the earliest possible moment with a complete knowledge of a second language which they can use for practical purposes; it would demonstrate whether those who proceed to the secondary school have an aptitude for further language studies, and would send those forward who have such aptitude with minds prepared, and thus effect an economy of time and better results in those studies; and those pupils who have no aptitude for languages could be diverted to more congenial studies.

It is our experience that a knowledge of Esperanto has developed in our pupils a more real knowledge and appreciation of geography, world history and moral education, and a greater and more sympathetic interest in foreign peoples in their customs, literature, and art, and also in the peace of the world, and the League of Nations. This has been chiefly aided by the interchange of correspondence, illustrated postcards, and drawings with children in other lands; the reading of international gazettes in Esperanto and the study of the literature of various countries in the language. Pupils are able to engage in correspondence after a few month's study of Esperanto. The advantage of this correspondence is that it is not confined to any one country, it being a common experience for the pupils in a single school to have correspondents in many countries.

With two lessons per week of one hour each, the pupils should be able to obtain a sufficient mastery of the language in one year, such as is not possible in any other language under similar circumstances under three years.

We submit this Memorial to the earnest consideration of the League of Nations and cordially recommend it to encourage the teaching of Esperanto, not only because of its utility in commerce, science, and other international activities, but also because of its value as a stimulus to that friendly relationship between the peoples of the world which is the true aim of the League of Nations.



RECOMMENDATION PROPOSED TO THE LEAGUE OF NATIONS BY THE  
INTERNATIONAL CONFERENCE ON THE TEACHING OF ESPERANTO IN  
SCHOOLS.

The International Conference on the Teaching of Esperanto in Schools, which met at the Secretariat of the League of Nations from April 18th - 20th, 1922, having examined the experiments made and the results obtained in this subject, submits, for the favourable consideration of the League of Nations, the following recommendation, which would meet the desire of the school authorities represented at the Conference:—

“In view of the linguistic difficulties which hinder direct relations between nations, and the urgent necessity of remedying them in order to facilitate good understanding between nations ;

“In view of the considerable extent to which Esperanto has spread and developed, and the interesting results obtained from the teaching of this auxiliary language in the public schools of several States in which its educational value has been recognised :

“The League of Nations recommends that this teaching should be made general in the public schools of the whole world as a practical and popular means of international intercourse in no way calculated to prejudice the age-long prestige of civilised national languages.

“The League of Nations invites its Members to inform it of any measures which they may decide to take on this subject, either by legislation or by administrative decrees, in order that the Secretariat may inform them in turn how far these measures are reciprocal and universal.”

INTERNATIONAL AGREEMENT ON ESPERANTO IN SCHOOLS PROPOSED BY  
THE GENEVA CONFERENCE.

“The signatory States, acknowledging the importance of spreading the universal use of an auxiliary language in order to facilitate international communications, agree gradually to introduce the teaching of Esperanto into their State schools and to inform the League of Nations of the steps which they decide to take to that effect, either by law or by decree.

“The present agreement will become applicable only when it has been signed by ten States, five of which at least should be European States.”



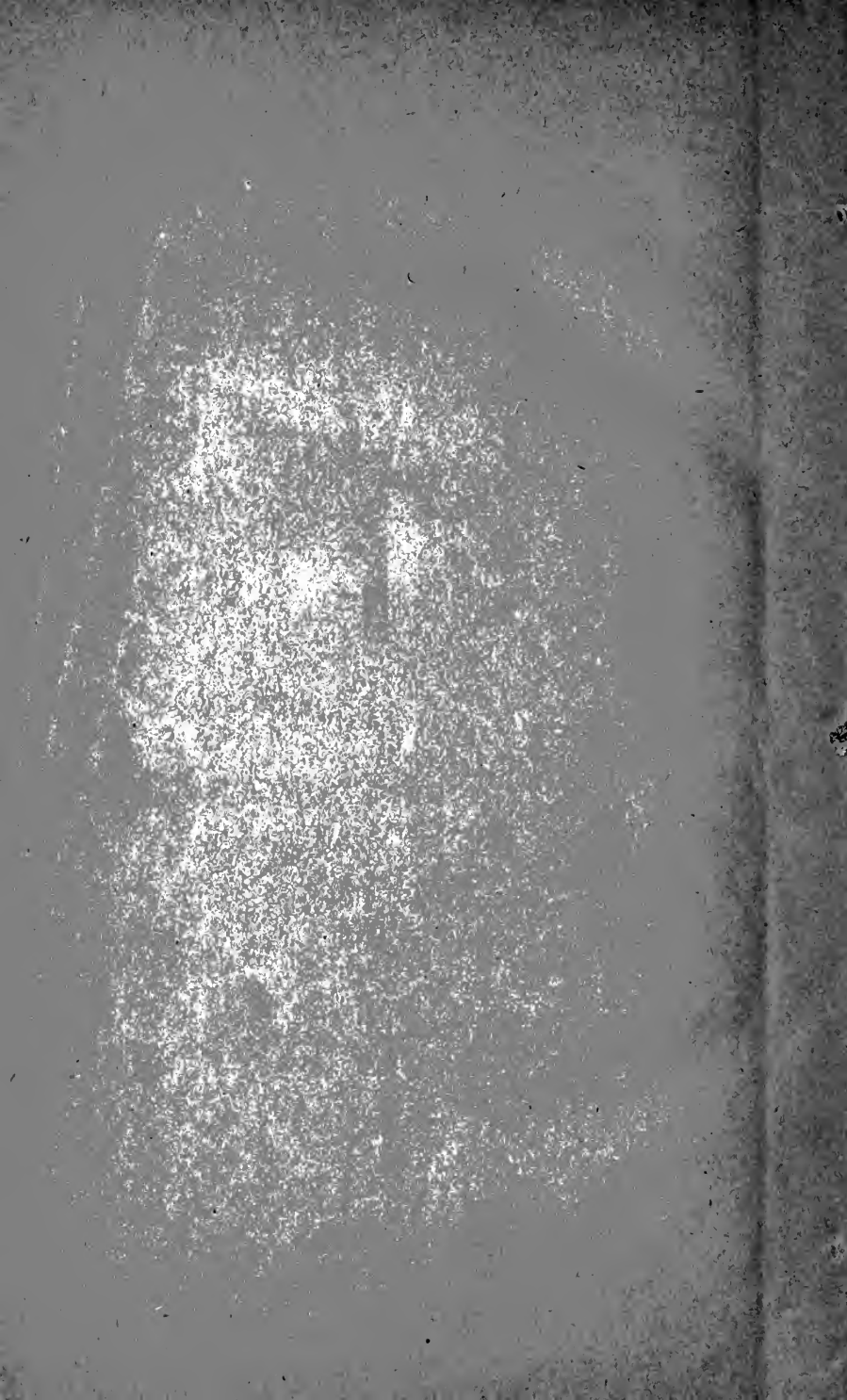
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